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ABSTRACT

The purpose of this study is to determine whether any aberrations in teacher employment patterns for graduates of the teacher education program in Saskatchewan, Canada, had occurred in 1978 as contrasted with previous years. The following questions were considered: (1) What is the relative job success of applicants under various job categories? (2) What is the relative job success of applicants from various teacher education programs? (3) Are the teacher candidates from the different teacher education programs assigned teaching duties in the appropriate grade or division levels? (4) What are the general reasons for the qualified teachers accepting other than teaching jobs? (5) What is the relative demand for students from Saskatchewan in other provinces? (6) Are some professional specialities more in demand than others? (7) What are the plans of those who did not apply for teaching positions or who were not offered any positions? (Author)

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JOB SUCCESS OF THE COLLEGE OF EDUCATION UNDERGRADUATES OF 1977-78

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Summary

A survey of 25% stratified sample of students from the various teacher education programmes who attended the College of Education in 1977-78 and were eligible for a teaching certificate by the 1978 spring convocation was conducted. Some of the important findings are listed below.

1) The overall job success rate for those who actively sought employment was 85.88%. This compares favourably with the last year's rate of 85.94%.

2) The job status of applicants from the different teacher education programmes were similar.

3) All successful teacher candidates, except 4.3%, got teaching positions generally in the teaching divisions for which they were qualified.

4) Of those who got teaching positions, 86.2%, 9.2%, and 4.6% get them in Saskatchewan, Alberta, and other parts of Canada, respectively.

5) The job success rates within professional specializations were identical with an overall success rate of 91.7%.

6) Almost all (93.3%) those who were pursuing further studies were attending the University of Saskatchewan.

7) The employment picture for this year was as good as in any of the last six years.

Job Success of the College of Education Undergraduates of 1977-78

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Every year since 1971, except 1975, employment surveys of undergraduate students from the College of Education, University of Saskatchewan have been conducted. The individuals surveyed were those who had become eligible at the end of the Spring Semester of a particular year for a teaching certificate from the Province of Saskatchewan and those who had taken further teacher training after qualifying for a teaching certificate. These surveys have provided information on the supply and demand of teachers, job opportunities other than teaching, and further study plans of the population concerned. Such information may be used by the institution in its planning and guidance functions. Also, the survey information may be of value to those considering admission into various teacher education programmes.

Media reports and the general feelings of a number of professionals across the country pointed toward a bad employment year for the new teacher candidates in 1978. Stories of doom and gloom regarding teacher employment echoed from coast to coast in Canada over the past several months. Even the statistical surveys in Ontario and Quebec pointed out an overabundance of teachers available for employment. In light of such reports and the fact that the employment picture of our students in 1977 was as good as in any of the last several years (Randhawa & Tomusiak, 1978), the present study takes on added importance and significance.

The major purpose of the present study was to determine whether any aberrations in teacher employment patterns occurred in 1978 as contrasted with the previous years. The present study also attempted to answer the following questions:

1) What is the relative job success of applicants under various job categories?

2) What is the relative job success of applicants from various teacher education programmes?

3) Are the teacher candidates from the different teacher education programmes assigned teaching duties in the appropriate grade or division levels?

4) What are the general reasons for the qualified teachers accepting other than teaching jobs?

5) What is the relative demand for our students in other provinces?

6) Are some professional specialities more in demand than others?

7) What are the plans of those who did not apply for teaching positions or who were not offered any positions?

Method

Sample

A 25% stratified sample of students (N=143) from various teacher education programmes who attended the College of Education, University of Saskatchewan, in 1977-78 and were eligible for a teaching certificate by the 1978 spring convocation was obtained.

Instrument

The instrument used for data collection was a revised questionnaire used in 1977. It consisted of five sections. Section A elicited general information including the programme of study, the year of education in 1977-78 including any years transferred, major teaching subject(s) if any,

minor teaching subject(s) if any, the teaching certificate for which eligible, area of professional specialization if any, whether on leave from a teaching position, and whether the individual was an applicant for a full-time position.

Section B was intended for only those individuals who were applicants for jobs. It asked the individuals to indicate the kind of jobs applied for, the number of applications for teaching jobs, locales of teaching applications, and the kind of job accepted in 1978-79.

Section C was designed for only those respondents who had accepted teaching positions in 1978-79. It obtained information on the respondents' division(s) in which teaching, subject(s) teaching, the location of the teaching position, locale in Saskatchewan if relevant, whether applied for full-time or part-time teaching job, and whether the accepted position is a full-time or part-time position.

Those who had accepted positions other than teaching completed Section D and provided information on whether a teaching position was offered the respondent, the specific job category of the position accepted, and the specific reason for accepting the position.

Respondents who either were non-applicants for positions in 1978-79 or were not offered any job completed Section E. The first question in this section required the respondent to indicate whether a teaching position was offered. Those who indicated that they were offered a teaching position were required to explain why such a position was not accepted. Next, the respondents were asked to indicate whether they were undertaking further studies in 1978-79. Those who responded affirmatively were asked to indicate the location of further studies and the degree sought. However, the respondents who were undertaking further studies were asked to state what they were doing in 1978-79.

Procedure

On September 20, 1978 each selected subject was mailed the questionnaire with a covering letter. Those who had not returned the questionnaire by October 13 were sent the questionnaire, the original covering letter and a reminder letter.

Of the 143 questionnaires sent, four were undelivered because the addressees had moved and had not left a forwarding address. Of the remaining 139, 78.4% or 109 questionnaires were returned. All of the returned questionnaires were completed properly so that quantitative and descriptive analyses could be carried out. However, some of the respondents did not provide their name and the student number requested. This made the follow-up rather difficult and awkward. In the future, the name and student number should appear on each questionnaire mailed for the teacher employment surveys. As this year, the respondents should be assured of the confidentiality of the information provided and that no personal reference will appear in any reports made on the data.

Results and Discussion

Table 1 provides the distribution of job status for the various application categories of the respondents. Of the 85 active candidates for jobs, 73 were successful. Therefore, the job success rate for 1978-79 was 85.88%. This success rate is almost the same as in 1977-78 which was 85.94%.

Insert Table 1 about here.

Of those who applied for teaching positions only, 81.1% were in such positions, 8.1% had jobs other than teaching, and 10.8% did not have any job at the time of completion of the questionnaire. The job success rate for these

applicants was 89.2%.

Forty percent of the applicants for positions other than teaching were successful in getting such positions. However, 20% and 40% of these individuals were in teaching jobs and unemployed respectively. Hence, the success rate for applicants in this category was 60%.

Of those who applied both for teaching and other positions, 33.3% were teaching, 33.3% had other jobs, and 33.3% were unemployed. For the applicants in this category, the resultant job success rate was 66.7%.

A distribution of job status by programme of study of the sample is given in Table 2. It also provides job success rate for each programme. A χ^2 analysis was done to test whether job status and programme of study of the respondents were independent. Before this analysis was done the non-applicant and none categories, teaching and other, and Voc. Tech. and B.Mus./Mus.Ed. categories

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Insert Table 2 about here.

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in Table 2 were combined so as to reduce the number of cells with very small frequencies. This resulted in a 7 x 2 contingency table with a $\chi^2(6)=7.39$, $p>.10$ which indicates that job status is not necessarily related to the programme of study. Therefore, the observed job status frequencies for various programmes although seeming different may be so only due to sampling and chance factors.

Teacher candidates in 1978-79 got teaching positions generally in the teaching divisions for which they were qualified. Only 4.3% of those who got teaching positions were placed in divisions for which they did not have proper training. Teaching assignment incongruent with teacher training emphasis was insignificant this year as compared with 1974-75 when about half of the prospective teachers were misplaced (Randhawa & Kirkpatrick, 1975). If this is an indication of an emerging trend in teacher placement, then the resultant effect

in terms of quality of instruction and the level of satisfaction of teachers should be obvious. Also, the fact that 95.7% of the teacher candidates were assigned teaching duties in the grade levels for which they had acquired teacher training lends legitimacy to the existing elementary and secondary programmes in the College of Education.

Sixty percent of those who accepted jobs other than teaching did so because they were not offered teaching positions. The remaining 40% in this category were offered teaching positions but decided to take other positions because the teaching position offered was not in the choice location (20%), the other job offered more money than teaching (10%), and of personal interest (10%).

Of those who obtained teaching positions in 1978-79, 86.2% got them in Saskatchewan, 9.2% in Alberta, 1.5% in Manitoba, and 3.1% in other parts of Canada. In 1977-78, 94% of the teaching positions offered our students were in Saskatchewan. It seems that demand for our students this year in other provinces was somewhat stronger than last year. Why this was so especially when the teacher employment picture was reported to be bad throughout the nation this year is not easy to answer, neither was this the objective of the present survey.

Only 33 (30.3%) of the respondents indicated that they had professional specialization in one of the Reading, Library Science, Special Education, Educational Psychology, Early Childhood Education, Indian/Northern Education, Tech./Voc. Education, and Music Education. The job success rates within these specializations were almost identical with an overall success rate of 91.7%. The overall success rate for the other candidates with other or none of the above specializations was 83.6%. It seems that teacher candidates with a professional specialization of one kind or another have somewhat an advantage in obtaining jobs than those who do not have any professional specialization.

Of those who did not apply for a job or were not offered a position [36(33.0%) of the sample] in 1978-79, 7(19.4%) were on leave from previous teaching positions and were returning to those positions, 1(2.8%) was offered a teaching position but had turned it down, 15(41.7%) had plans for further studies, and the remaining 13(36.1%) were unemployed or had other plans. However, of those who were pursuing further studies almost all (93.3%) were attending the University of Saskatchewan in 1978-79.

Status of prospective teachers for seven years in percentages is provided in Table 3. It should be noted that the percentages for the last two years in the four categories were computed similarly, therefore they can be compared meaningfully. A $\chi^2(3)=2.56$, $p>.10$ on their corresponding frequencies indicates that these two distributions are not statistically significantly different. Hence, it can be concluded that employment, study plans, and the unemployment picture for 1978-79 is similar to what it was in 1977-78 for our students.

Insert Table 3 about here.

With the above encouraging employment picture for our students this year what are the prospects in the future? In a report on the Saskatchewan teaching force in 1977-1978 prepared by the Saskatchewan Teachers' Federation it is evident that 1098 (9.94%) of the total teaching force of 11,051 consisted of new teachers. The new teachers, as defined here, were those who were not employed in a school system in Saskatchewan in the previous year. It should be noted that 139 (12.7%) of the new teachers came from outside Saskatchewan and of these 30 were from outside Canada. Now, assume that the teaching force remains almost constant which is not hard to justify as the number of full-time teachers employed in Saskatchewan since September 1971 has remained virtually

unchanged. (See the STF report on the Saskatchewan Teaching Force, 1977-1978, p. 1) Further, assume that the attrition rate of teachers remains at 10% as this rate approximately seems to hold for the last several years. Then it should be obvious that about 1,100 new teachers are needed each year to replace those leaving the profession.

However, it has been mentioned earlier in the present paper that news media and other reports from all parts of Canada seem to indicate a surplus of teachers. Such news of unemployment of teachers along with factors such as economic conditions, job demands, and training time of teachers have resulted in reduced enrollments in almost all the teacher training institutions across the country. At a meeting of the delegates of the Deans of the teacher training institutions from the Western Provinces in November, 1978 some institutions reported as high as 30% drop in their student intake. A drop of about 7.7% overall enrollment was noted here in the College of Education. Obviously, therefore, in the future the fresh supply of teachers is going to be lower. On the other hand, a number of the unemployed teachers willing to work may be lost to the profession because they will obtain other related positions sooner or later. With the consideration of these two factors along with the social and economic indicators, it appears likely that in about half a decade there will be a shortage of qualified teachers. Only the facts in the future should reveal the reality.

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Table 1

Job Status of 1977-78 College of Education Students Eligible for Teaching Certificates Under Various Application Categories[a,b]

Application Status	Job Status: Non-Applicant	Teaching	Other	None	Total
1. Non-Applicant	24[c]	0	0	0	24
	100.0	0.0	0.0	0.0	22.0
	100.0	0.0	0.0	0.0	
	22.0	0.0	0.0	0.0	
2. Teaching	0	60	6	8	74
	0.0	81.1	8.1	10.8	67.9
	0.0	95.2	60.0	66.7	
	0.0	55.0	5.5	7.3	
3. Other	0	1	2	2	5
	0.0	20.0	40.0	40.0	4.6
	0.0	1.6	20.0	16.7	
	0.0	0.9	1.8	1.8	
4. Both Teaching and Other	0	2	2	2	6
	0.0	33.3	33.3	33.3	5.5
	0.0	3.2	20.0	16.7	
	0.0	1.8	1.8	1.8	
Total	24	63	10	12	109
	22.0	57.8	9.2	11.0	100.0

[a] Cell entries in the table represent count, row percent, column percent, and total percent respectively.

[b] Of the 85 candidates for positions, 73 were successful. Therefore, the job success rate was 85.9%.

[c] Of these 7 had previous teaching positions and 1 was offered a teaching position but did not accept it.

Table 2

Distribution of Job Status by Programme of Study of 1977-78 College of Education Students[a]

Programme	Job Success (%)	Job Status Non-Applicant	Teaching	Other	None	Total
1. 3-Yr. Standard Cert. (Elementary)	88.9	4	7	1	1	13
		30.8	53.8	7.7	7.7	11.9
		16.7	11.1	10.0	8.3	
		3.7	6.4	0.9	0.9	
2. B.Ed. (Elem.) After Standard Certificate	88.2	9	14	1	2	26
		34.6	53.8	3.8	7.7	23.9
		37.5	22.2	10.0	16.7	
		8.3	12.8	0.9	1.8	
3. B.Ed. (Elem.) Continuous	88.2	2	13	2	2	19
		10.5	68.4	10.5	10.5	17.4
		8.3	20.6	20.0	16.7	
		1.8	11.9	1.8	1.8	
4. B.Ed. (Sec.) Continuous	77.8	0	5	2	2	9
		0.0	55.6	22.2	22.2	8.3
		0.0	7.9	20.0	16.7	
		0.0	4.6	1.8	1.8	
5. B.Ed. A.D. (Elem.)	75.0	3	6	0	2	11
		27.3	54.5	0.0	18.2	10.1
		12.5	9.5	0.0	8.3	
		3.7	5.5	0.0	0.9	
6. B.Ed. A.D. (Sec.)	84.2	2	14	2	3	21
		9.5	66.7	9.5	14.3	19.3
		8.3	22.2	20.0	25.0	
		1.8	12.8	1.8	2.8	
7. Voc. Tech.	100.0	2	4	0	0	6
		33.3	66.7	0.0	0.0	5.5
		8.3	6.3	0.0	0.0	
		1.8	3.7	0.0	0.0	
8. B.Mus./Mus.Ed.	100.0	2	0	2	0	4
		50.0	0.0	50.0	0.0	3.7
		8.3	0.0	20.0	0.0	
		1.8	0.0	1.8	0.0	
Total	85.9	24	63	10	12	109
		22.0	57.8	9.2	11.0	100.0

[a] Cell entries in the table represent count, row percent, column percent, and total percent respectively.

Table 3

Status of Prospective Teachers for Seven Years[a] in Percentages

Year	Teacher	Study	Other Occupation	Unemployed/ Other plans
1971-72	50.6	25.3	12.7	11.4
1972-73	61.3	15.3	10.8	12.7
1973-74	50.6	17.4	5.1	26.9
1974-75	68.8	18.2	5.9	7.1
1976-77	51.9	28.7	4.4	15.0
1977-78	60.3[b]	20.6	6.7[c]	12.4
1978-79	64.2[d]	13.8	9.2	12.8

[a] Stated as a percentage.

[b] Includes 8.8% of the respondents who were non-applicant but had previous teaching positions. This may not be the case for the previous years.

[c] Includes 1.6% of those who were non-applicant because they had a position already in another occupation. This adjustment may not have been made in the previous years.

[d] Includes 6.4% of the respondents who were non-applicants but had previous teaching positions.